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ABSTRACT

This handbook for South Carolina vocational education advisory groups is a procedural guide designed for both advisory group members and educators. It contains suggestions on how councils and committees may be established and used in local vocational education programs for program improvement. Local vocational advisory council provisions are included in the guide: (1) organization membership; (2) role of an advisory council; (3) regulatory duties; (4) council serving as the school improvement council; (5) local duties; and (6) responsibilities of chairperson, school administrator, and members. The following program advisory committee provisions are discussed: (1) term of service; (2) selecting a committee; (3) roles of committee members; and (4) responsibilities of vocational instructors, chairperson, and school administrator. Four appendices are included: (1) annual program of work; (2) letter to serve on advisory committee; (3) meeting agenda; and (4) minutes from an advisory committee meeting. Two organizational charts are also included. (NLA)

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HANDBOOK FOR ADVISORY GROUPS IN VOCATIONAL EDUCATION

Office of Vocational Education
Dr. Moody Oswald, Director

Division of Instruction
Sidney B. Cooper, Deputy Superintendent

South Carolina Department of Education
Dr. Charlie G. Williams, State Superintendent

1990

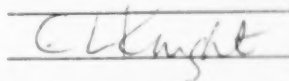
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Dear Vocational Advisor and Vocational Educator:

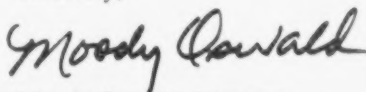
Over the next 10 to 15 years, the workplace will undergo major changes in its requirements for workers. Unless we continue in our efforts to improve education and training programs to adapt to these changes, we may see the growth of a segment of our population that will be least prepared for work. Our capacity to improve education and training will be greatly affected by the involvement of all sectors of our economy. Business, industry, labor, private sector representatives and education all must work in partnership to ensure that relevant education and training are provided.

For those of you who serve in this partnership as vocational education advisors, you provide a valuable service in improving vocational education programs. You give of your time and expertise without pay so that the young people of this state will have access to practical, realistic and relevant vocational education programs and we are grateful to you for your service.

To those of you who serve in the partnership as vocational educators, your commitment and unselfish service provide the impetus for continuing change and improvement in the educational delivery system. Through your dedicated efforts in the partnership, we will continue to experience increasingly better skills for the graduates of vocational education programs.

This Vocational Education Advisory Groups Handbook is a procedures guide designed for both vocational education advisory group members and vocational educators. The contents contain suggestions on how both advisory committees and advisory councils can be effectively established and utilized in local vocational education programs. It should be viewed along with other sources of information as a guide to provide guidance on the roles of advisory groups in vocational education programs.

Sincerely,

A handwritten signature in dark ink, reading "Moody Oswald". The signature is fluid and cursive, with the first name "Moody" and last name "Oswald" clearly distinguishable.

Moody Oswald, Director
Office of Vocational Education

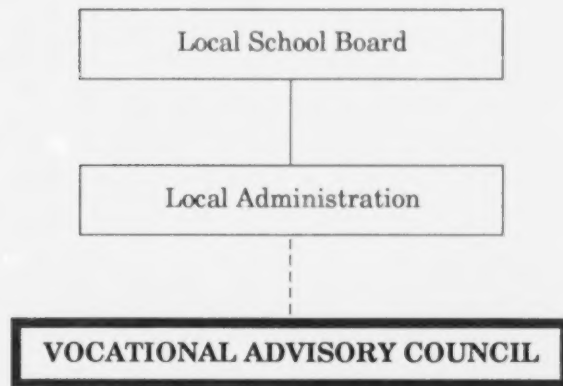
RATIONALE

Many successful vocational programs are effectively supported by advisory groups. The primary purpose of vocational education advisory groups is to provide a resource and sounding board for vocational education teachers and administrators. Advisory groups at the individual vocational education program level can make important contributions in advising the vocational faculty about business/industry needs and assist the school in planning and implementing relevant vocational education programs for students. In addition to program advisory groups, general advisory groups provide a valuable service to the administration in providing assistance for the total vocational education programs.

Advisory groups have been an important segment of vocational education throughout most of its history. Vocational educators appreciate the value of utilizing the knowledge, experience and skills of private sector members to enhance the quality of vocational education programs. It is an inherent assumption among these educators that vocational education advisory groups can assist in providing quality and relevant vocational education programs.

In South Carolina, two types of advisory groups are required. The *South Carolina Administrative Provisions for Vocational Education* requires each local educational agency to establish functional Local Vocational Advisory Council(s) and Program Advisory Committee(s).

Suggested Organizational Structure For Vocational Advisory Groups



LOCAL VOCATIONAL ADVISORY COUNCIL

Organization

The *South Carolina Administrative Provisions for Vocational Education* provides several options for the organization of local vocational advisory councils based on the structure of the local vocational program. The responsibility for determining the most desirable organization rests with the local educational agency.

- (1) School Districts with a Multi-District Area Vocational Center
 - (a) Option 1 - The multi-district area vocational center will be responsible for establishing one advisory council representing the vocational center and all vocational programs in all of the feeder school districts.
 - (b) Option 2 - Each feeder school district will be responsible for establishing an advisory council representing the vocational programs within the respective school district. The multi-district vocational center will also establish an advisory council representing only those vocational programs in the center.
- (2) Single School District with an Area Vocational Center(s)
 - (a) Option 1 - The area vocational center will be responsible for establishing one advisory council representing the vocational center and all other vocational programs in the school district.
 - (b) Option 2 - The school district will be responsible for establishing one advisory council representing the vocational programs in the area vocational center and all other schools within the school district.
- (3) School Districts without an Area Vocational Center

The school district will be responsible for establishing one advisory council representing all vocational programs within the school district.

Membership

The local advisory council should be composed of members of the general public including appropriate representatives from business, industry, and labor, with a majority from the private sector. A cross-section of the private sector should be represented: top management, supervisors, technicians, and labor. It is required that the council include representation of both sexes and of racial and ethnic minorities of the geographic area served.

Council members should reflect the variety of businesses and industries in the local community. Health care administrators, entrepreneurs, small business owners, and others not employed by large businesses should not be overlooked. Local business organizations that have education committees such as the Chamber of Commerce, Rotary, etc. are an excellent source for members who want to be involved in the school system.

Twelve to fifteen members constitute a good working council. The council should be large enough to have adequate attendance at all meetings, but small enough to reach consensus. Two or three ex-officio members from the K-12 educational community, especially from the areas of mathematics, science, language arts, or guidance should also be included. This could be invaluable in coordinating the vocational and academic curriculum.

Appointments to the council should be for a specific time commitment, usually for 3-4 years. Terms for individuals should be staggered to insure continuity of activities. Membership is usually approved officially by the local board of education. The superintendent of the school district, the local school principal, or the vocational administrators should serve as the liaison officer between the local school board and the advisory council.

The council should meet no less than twice per year although more frequent meetings are recommended. Quarterly meetings should be sufficient if a structured agenda is developed prior to each business session. The council also may be involved in other activities such as Business-Industry-Education functions, Awards Programs, board meetings, etc.

Role of Advisory Councils

The vocational advisory council provides the vital link between the education community and business and industry. This body works with the local administration in an advisory capacity only. The council reviews and recommends approval of the local vocational plan including its various programs, activities, and funding categories. They also advise on current and projected employment and training needs; advise on the relevancy of the programs and courses offered in the educational system; and advise on the coordination of programs, services, and activities contained in the local vocational plan and the training offered locally under the Job Training Partnership Act.

The advisory council assists the vocational education personnel in meeting several regulatory mandates. The following major functions and responsibilities will assist the council in carrying out its mission and will result in an improved vocational education program:

Regulatory Duties

Through the regulations of the *South Carolina Administrative Provisions for Vocational Education*, AN ADVISORY COUNCIL IS CHARGED WITH THE RESPONSIBILITY OF REVIEWING THE LOCAL VOCATIONAL PLAN AND ADVISING ITS APPOINTING AUTHORITY CONCERNING CURRENT JOB NEEDS, RELEVANCY OF EXISTING PROGRAMS, AND COORDINATION OF PROGRAMS AND SERVICES PROVIDED UNDER THE JOB TRAINING PARTNERSHIP ACT. In order to comply with this mandate, a local advisory council should involve itself in the following kinds of activities:

- (1) **Review local vocational plan.** The local vocational education plan should reflect input from all interested parties involved in the vocational education program, including students, parents, teachers, supervisors, administrators and community-based organizations (JTPA), as well as the local vocational education advisory council. Program advisory committees should also be used to provide input regarding specific program areas. Such participation will assure not only the development of a viable plan, but also broad local participation in the implementation of the plan. The following strategies should help facilitate this process:
 - Devise techniques for involving council in program plan
 - Review state and local planning process
 - Become familiar with overall school district vocational program
 - Obtain input from advisory council/committee members
- (2) **Advise on current job needs.** Rapid technological change and the attendant change in job requirements have made the continuous assessment of employment trends and emerging occupations an essential process for a viable vocational program. In addition to its members' individual knowledge concerning current job needs, a council should review certain employment data to secure information on which to base its advice to an educational institution/system. Such sources include the following:
 - South Carolina Employment Security Commission
 - South Carolina Occupational Information System (SCOIS)
 - Community-based organizations (Chamber of Commerce, Personnel Directors Associations, Development Boards, etc.)
 - Area Employers
 - Local surveys and needs assessments
 - Follow-up of graduates

- (3) ***Advise on the relevance of vocational programs as related to current job needs.*** Based on the occupational needs of the labor market, an annual assessment of the existing vocational program should be conducted to determine whether the programs/courses are preparing students to function adequately in occupations of their choice and whether the programs/courses being offered are applicable to available employment opportunities. The council's advice should be based on the results of this ongoing assessment. Sources of information include the following:

- Follow-up of vocational program completers
- Survey of employer reaction regarding performance of employees
- Examine vocational enrollment patterns
- Review vocational completer reports
- Conduct program evaluations
- Review curriculum competencies
- Study adequacy and appropriateness of equipment

- (4) ***Coordinate programs and services with the Job Training Partnership Act.*** The federal job training program, the Job Training Partnership Act (JTPA), was established to prepare youth and unskilled adults for entry into the labor force, especially those who are economically disadvantaged or who face serious barriers to employment. Each service delivery area has a Private Industry Council (PIC) which administers the various training programs. Vocational education programs must be coordinated with JTPA to avoid unnecessary duplication of programs and services. Sources of information include:

- South Carolina Employment Security Commission
- Private Industry Council minutes/contracts
- Prime Sponsors/Contractors

Vocational Advisory Council Serving As the School Improvement Council

The Education Improvement Act of 1984 (EIA) requires that each school establish an improvement council to assist with the development and monitoring of school improvement following the established state criteria, provide advice on the use of school incentive awards, and assist in the preparation of the annual school improvement report. Area vocational centers are allowed to utilize the vocational advisory council as defined by federal law, to perform all duties and responsibilities of the school improvement council. Some sources of information for the Local Advisory Council that serves as a school improvement council are as follows:

- School Council Assistance Project, University of South Carolina
- School Improvement Section, State Department of Education
- School Improvement Reports
- BEDS Report
- School Accreditation Report
- Vocational Completer/Placement Report
- Results of State Testing Program

Local Duties

The most significant function of the vocational advisory council involves those activities that are not mandated but are designed to improve and strengthen the local vocational program. These activities may be conducted by the council as a group or in some cases, as individual members representing the council.

The following list is not intended to be all inclusive, but it should provide direction to the council members on how they can improve the local vocational education program:

- Public Relations Activities to Promote Vocational Education (Business/Industry-Education Functions, Vocational Education Week, Awards Programs)
- Program Evaluations to Determine Needs and Future Directions
- Staff Development Activities for Teachers and Administrators (Educators-In-Industry, Summer Work Experience, etc.)
- Budget Development and Review (Individual program budgets and overall vocational budget)
- Development and Review of Equipment Grants
- Equipment Recommendations
- Placement Activities
- Assist with Vocational Student Organizations
- Participate in School Programs/Activities

Responsibilities - Chairperson

The chairperson provides the leadership and direction for the vocational advisory council and also serves as the spokesperson for the group. The chairperson is elected annually and should be knowledgeable of the needs of local business/industry and also be familiar with the vocational programs and school district operations and procedures. The chairperson should be from the private sector.

Responsibilities of the chairperson include the following:

- Preside over all council meetings - know basic parliamentary procedure
- Coordinate with the designated administrator in planning and developing an agenda for each council meeting
- Assist the school administrator in developing an annual program of work for the council (See Appendix I)
- Sign required forms/reports for the council indicating involvement/input (local vocational plan, school improvement report, adult vocational funding application, EIA grant applications, etc.)
- Serve as spokesperson for the council (board meetings, awards activities, business-industry-education functions, etc.)
- Appoint committees and assign special activities
- Present reports/recommendations from program advisory committees to the council for discussion and action.

Responsibilities - School Administrator

The school administrator serves as the liaison between the vocational advisory council and the local school board. In this role, the administrator organizes and develops the roles of the council and facilitates these roles as the members carry out their duties and responsibilities. The following are some of the responsibilities of the school administrator:

- Select and recommend potential council members
- Orient and familiarize members with their duties and responsibilities
- Serve as secretary or provide services for maintaining minutes of all meetings
- Submit council minutes to superintendent for review and action
- Submit report to council chairperson on superintendent's actions regarding recommendations

- Prepare and submit reports for advisory council as required
- Conduct activities to familiarize council with all vocational programs
- Assist chairperson in developing an annual program of work (See Appendix I)
- Coordinate reports/recommendations from the program advisory committees to the advisory council
- Assist chairperson in developing an agenda for each meeting
- Involve the council members in the vocational program activities
- Recognize council members (special functions, certificates, plaques, etc.)
- Actively involve advisory council in activities to improve vocational program (annual program evaluation, budget presentation, etc.)
- Post agenda following Freedom of Information guidelines (also notify press of meetings)

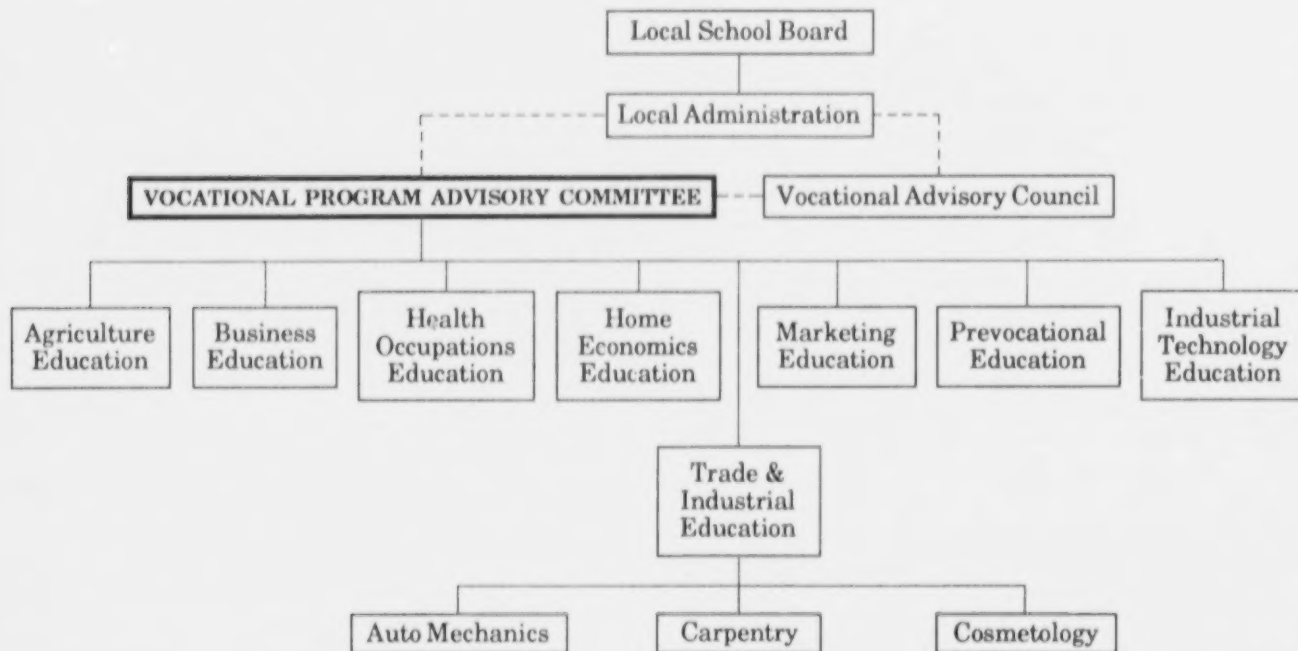
Responsibilities - Members

Each member who accepts an appointment to the local vocational advisory council becomes a vital link between the educational system and the community. Vocational education's strength comes from the involvement of leaders within the local community.

Some of the responsibilities of advisory council members are as follows:

- Attend meetings regularly
- Become knowledgeable of the vocational program
- Participate in council discussions and committees
- Objectively evaluate information
- Participate in activities to promote/strengthen vocational education

Suggested Organizational Structure For Vocational Advisory Groups



PROGRAM ADVISORY COMMITTEES

The program advisory committee is established to provide assistance for improvement of vocational education programs. A program advisory committee is required for each service area and each course within the Trade and Industrial Education service area receiving any type of vocational education financial assistance in South Carolina according to the *South Carolina Administrative Provisions for Vocational Education*. The advisory committee is composed of persons with special knowledge and experience to advise the vocational education instructor and administrator of the high school or area vocational center. The advisory committee is usually composed of five to eight members from the community or geographic area served by the vocational programs.

Term of Service

Advisory committee members are usually appointed for one to three years or may serve indefinite terms. The length of service should be considered so that the tenure of service will not constitute a burden to members and to provide the opportunity for others who are qualified and interested in serving. The terms of service of committee members may be staggered so that new, as well as experienced members may serve together in the interest of continuity.

Advisory committee members serve without pay and have no legal or authoritative status. The rewards of their services are exhibited in the fruits of their efforts through successfully operating vocational education programs which benefit the students, the community and business/industry. Committee members provide an invaluable service to vocational education programs and should be properly utilized and recognized by school officials for these services.

Selecting Program Advisory Committees

Advisory committee members should include representatives from groups such as labor and management, as well as professional, trade and technical associations for the respective service area or course which they serve. School administrators, vocational teachers and teachers of applied academic courses may serve as ex-officio members, but they should not be counted as part of the total membership of the committee. Representation on the committee should include appropriate populations of the local community, such as persons from both sexes, racial and/or ethnic minorities.

Members of program advisory committees should be approved by the school administration after the recommendation and counsel of the vocational education instructor. Using this method to choose committee members, the vocational education instructor and school administrator should agree upon a desirable slate of potential

candidates who possess the knowledge and experience in the vocational service area/course for which they will serve. A letter (Appendix II) may be sent to the potential member notifying the individual of the goals and purposes of the committee with an opportunity for the person to respond to the invitation to serve on the committee.

Roles of Program Advisory Committees

Advisory committees can perform a wide variety of functions. The following list is not intended to be all inclusive, but it should provide direction to committee members on how they can improve vocational education programs.

PROVIDE ADVICE REGARDING

- Current labor needs
- The relevance of programs (courses being offered in vocational education in meeting current job needs)
- Job opportunities for students and graduates of vocational education programs
- Placement and cooperative education activities and strategies
- The relationship of basic competencies, such as problem-solving, communication, mathematics, and employability skills to job needs

DETERMINE COMMUNITY NEEDS

- For the cooperative method of instruction
- For adult vocational education classes
- For new and emerging occupations
- For nontraditional employees
- For inservice of vocational education faculty and staff

ASSIST IN THE PREPARATION AND SELECTION OF COURSE MATERIAL TO ASSURE IT MEETS THE NEEDS OF STUDENTS AND REFLECTS BUSINESS/INDUSTRY NEEDS

- Review program objectives
- Review course outlines and proposed textbooks
- Assist in identifying competencies to be taught, including basic skills
- Suggest revisions or additions to the vocational education curriculum

ASSIST WITH PROGRAM EVALUATION ACTIVITIES

- Provide assistance in determining safety regulations and requirements
- Provide assistance in determining needs for instructional supplies and materials
- Provide aid in determining appropriate equipment needs
- Provide suggestions on appropriateness of facilities, facilities layout and the teaching environment
- Provide input for the program's operating budget

ASSIST IN SURVEYING THE COMMUNITY AS NEEDED

- Help determine data to be gathered
- Suggest methods for securing data
- Assist in data collection and interpretation

PROVIDE SUPPORT AND SUGGESTIONS FOR PUBLIC RELATIONS ACTIVITIES

- Promote vocational education in school and community
- Provide current occupational information to school personnel
- Participate in exhibits or displays
- Suggest methods for recognizing students through the media
- Help prepare and review brochures explaining the vocational education program
- Advise on forms of program promotion

SUPPORT VOCATIONAL STUDENT ORGANIZATIONS

- Suggest means of raising chapter funds
- Help secure speakers for chapter functions
- Offer suggestions for obtaining financial aid for individual members
- Serve as judges for competitive and other events
- Attend leadership development activities and other chapter events

HELP PLAN SPECIAL EVENTS

- Vocational Education Week
- National Vocational Student Organization Week
- Vocational banquets and other applicable social activities
- Special events and demonstrations
- Field trips

ASSIST WITH INSERVICE OPPORTUNITIES FOR INSTRUCTORS

ADVISE ON SUPPORT SERVICES FOR STUDENTS ENROLLED IN NONTRADITIONAL PROGRAMS WHO NEED SPECIAL ASSISTANCE

RECOMMEND AND ASSIST IN OBTAINING RESOURCE PERSONNEL AND GUEST SPEAKERS FOR VOCATIONAL EDUCATION PROGRAMS

In addition to these functions, advisory committees may provide financial and legislative support; help establish scholarships and awards for students; support the administration in local appropriations; provide support for state and national legislation affecting vocational education; assist school officials in making provisions for adult classes; and assist in meeting the needs of disadvantaged/handicapped students.

Responsibilities - Vocational Education Instructor

The vocational education instructor should serve as both a coordinator and facilitator in establishing and maintaining effective program advisory committees for vocational education programs. In the role as coordinator, the instructor consults with others in organizing and developing roles for the committee. In the role of facilitator, the instructor works to assist the committee members by making it convenient and expedient for them to carry out their duties and responsibilities.

Among some of the responsibilities of the vocational education instructor are those listed below:

- Recommend potential advisory committee members to the administration
- Coordinate with the administration in selecting program advisory committee members
- Orient and familiarize program advisory committee members with the most salient factors of the vocational education program
- Inform committee members of their roles and functions as an advisory group

- Plan, coordinate and inform committee members of advisory committee meetings in writing
- In consultation with the chairperson, prepare an agenda for committee meetings (Appendix III)
Serve as temporary chairperson of the advisory committee until a permanent chairperson (usually after first meeting) can be elected
- Record and prepare accurate minutes of each meeting outlining the committee's actions and recommendations (Appendix IV)
- Submit committee minutes to the administration for review and action
- Prepare and submit reports to program advisory committee chairperson on decisions made and action taken by the administration regarding their recommendations

Responsibilities - Chairperson

The role of the committee's chairperson is to provide direction and serve as a spokesperson for the group. This person should be elected annually (usually at the first meeting of the school year) and should be an individual who possesses a knowledge of the business/industry sector's needs and be familiar with the school's operations and practices. It is recommended that a person from the private sector serve as chairperson of the committee.

Among some of the duties of the chairperson are these:

- Coordinate with the vocational education instructor in planning and developing an agenda for each meeting
- Preside at committee meetings giving members the opportunity to express their opinions, advice and recommendations
- Provide input to the local vocational education advisory council regarding the committee's findings and recommendations, when appropriate
- Confirm with the vocational education instructor the committee's recommendations to be submitted to the administration for review and action
- Secure a status report of previous recommendations from the vocational education instructor and inform the membership of the status of their recommendations

Responsibilities - School Administrator

The success of the program advisory committee depends largely upon the role the school administrator plays in the total process. As the leader of the school, the administrator must provide visible leadership in establishing and maintaining program advisory committees and he/she must provide the necessary moral support and cooperation to others as they carry out their duties and responsibilities. Realizing the important contributions that private sector participants can make in improving the total educational process, the school administrator should place program advisory committees as one of the school's highest priorities.

Some responsibilities of the school administrator include the following:

- Review and approve a slate of committee members for each program
- Meet with the advisory committees, when appropriate and schedule permits
- Coordinate with vocational education instructor in devising a method of submitting advisory committee's recommendations
- Review and respond to all recommendations of program advisory committees in writing. Submit recommendations to next level of administration, if necessary

Appendix I

Suggested Annual Program of Work (Sample)

Assessment of Current Job Needs

- A. Survey employers
- B. Review employment data from Job Service, Development Board, Chamber of Commerce

Assessment of Relevance of Vocational Program

- A. Review and evaluate existing programs, curriculum, facilities, equipment, etc.
- B. Assist in updating existing programs
- C. Help establish new programs
- D. Help establish student proficiency standards

Annual Vocational Plan

- A. Assist administrators in development of annual plan
- B. Assist in evaluation of annual plan

Program Staff

- A. Assist with teacher recruitment/selection
- B. Identify resource persons from business/industry
- C. Recommend individuals to teach adult programs
- D. Arrange summer work experiences for teachers

Public Relations

- A. Develop community awareness for programs
- B. Speak before civic and service clubs
- C. Develop speakers bureau for programs
- D. Establish awareness program for outstanding students
- E. Promote programs through media

Student Placement

- A. Notify school of job openings
- B. Assist teachers with job skills instruction and placement activities
- C. Review follow-up records
- D. Employ co-op students

Student Organizations

- A. Sponsor competitive events
- B. Serve as judges, consultants at local, district, state events
- C. Speak at student organization meetings

Curriculum

- A. Review recommendations of program advisory committees
- B. Review enrollment data, program evaluations, and budget requests
- C. Present budget recommendations to local board

Evaluation

- A. Assist in annual program evaluations
- B. Review Five Year Self Study and Program Evaluation

Annual Written Reports

- A. Review Annual Progress Report
- B. Review Annual School Improvement Report

Appendix II

May 30, 19--

Ms. Betty Sue Lowe
Vice President
Serial National Bank
1555 Towaway Road
Oakway, South Carolina 29990

Dear Ms. Lowe:

The Oakway Career Center is in the process of selecting individuals with special knowledge and experience to assist the center in improving the Business Education program. Due to the technological changes that are constantly being made in the workplace, we are compelled to seek the advice and assistance from the private sector to help us keep our programs relevant.

Our state regulations for vocational education programs mandate that all vocational education programs maintain active program advisory committees to assist in planning and monitoring instructional activities. For these reasons, we are soliciting your assistance.

May we take this opportunity to invite you to become a member of the Business Education Program Advisory Committee. Through your service on this committee, we are confident that the quality of education for our youth will be improved and we are anxiously awaiting your response to serve.

The enclosed form is provided for your convenience. Please inform us of your decision to serve by checking the appropriate response and return the form by the date indicated.

Thank you for your cooperation.

Sincerely,

Joseph Sims, Director
Oakway Career Center

Samye Dial, Instructor
Business Education

/kk
Enclosure

Appendix II Continued

OAKWAY CAREER CENTER
BUSINESS EDUCATION PROGRAM ADVISORY COMMITTEE
19--/19-- SCHOOL YEAR

Please return by _____

_____ Yes, I will serve as a member of the Program Advisory Committee listed above.

_____ No, I cannot serve at this time, but please keep me on record for the future.

_____ No, I regret that I will be unable to serve.

Signed: _____

Appendix III

Oakway Career Center Oakway, South Carolina

Business Education Program Advisory Committee Meeting March 10, 19--

6:00 p.m.

Meeting Called to Order

Minutes of Last Meeting Proceedings

Unfinished Business

- 1) Report on Vocational Education Week Activities
- 2) Report on Progress of Upgrading Computers for Data Processing Classes
- 3) Benefit of Inservice Activities for Business Education Teachers

New Business

- 1) Areas of the Curriculum that Need Emphasis
- 2) Areas of the Curriculum to be De-Emphasized
- 3) New Practices of Workplace

Review of State Department Program Evaluation Results

7:00 p.m.

Meeting Adjourned

Refreshments

Appendix IV

OAKWAY CAREER CENTER

BUSINESS EDUCATION PROGRAM ADVISORY COMMITTEE

MINUTES FOR JANUARY 12, 19--

The Business Education Program Advisory Committee met at the Center on January 12, 19--. The following members were in attendance: Betty Sue Lowe, Dorothea Smalls, Janice Falls, David World, Faye Jimson, and Teddy Jones. Theodore Kelly was absent due to illness. Also present were members of the Business Education staff: Jo Lynne Jefferson, Tandy Moore and Samye Dial.

The meeting was called to order at 6:00 p.m. with the chairperson, Ms. Lowe presiding. The minutes from the previous meeting were read as the first item of business for the meeting.

The next item on the agenda was the status of the computers in Data Processing classes. After a report on current memory capacity of the computers by Ms. Dial, a discussion ensued by committee members as to the appropriate memory of computers in order to provide adequate experiences for students enrolled in Data Processing classes. It was the consensus of the committee that a recommendation should be submitted to the administration requesting an upgrade in the memory capacity for the computers.

Other business discussed during the meeting consisted of plans being made by the center and the involvement of the Business Education Department in the upcoming Vocational Education Week celebration. Committee members were also informed of plans for the Business Education Staff Development on January 21 at the Serial National Bank. The staff development will focus on new accounting procedures and will be conducted by Ms. Betty Sue Lowe, Chairperson of the Advisory Committee.

The committee agreed that the next meeting would be March 10, 19--. Having no further business the meeting adjourned at 7:00 p.m.

Respectfully submitted,

Jo Lynne Jefferson, Secretary

c: School Administrator